

People in the Community (Early Stage 1-Stage 2)

As a not for profit, registered charity the Museum of Fire relies upon patronage to continue to operate and to conduct education programs. The community based Museum is a fitting monument to our heroic Firefighters and by supporting the Museum with a school visit you will be enabling the preservation work of the Brigades history by the Museum to continue

Why should I take my class to the Museum of Fire?

As the leading Museum for understanding all things related to fire the Museum is a great place to bring students as they can engage with the content they have been studying in school in a fun and interactive environment outside of the classroom. Our expert staff will guide students through key learning areas and assist teachers to deliver a worthwhile learning experience.

What is the Cost and is there a minimum number required?

The cost is \$9 per student and teachers are FREE (1:10 ratio, any additional adults are \$7 each).*

Cost includes entry to the Museum, participation in the program and a fire engine ride.



How long will the program take?

The Museum can accommodate a timeframe that is suitable to your school however to allow students the best possible experience we recommend that schools arrive at the Museum 9:30am-10am and allow approximately 4 hours (no less than 3.5 hours is recommended).

For more information or for a detailed copy of the curriculum links covered in a visit to the Museum please contact our friendly staff on 4731 3000 or email mail@museumoffire.com.au



See Over page for curriculum links!

Curriculum Links

Curriculum Learning Area	Curriculum Topic Area
PD/H/PE	Safe Living

This program engages students in learning about what Firefighters do and how they do their job. Students are encouraged to take part in a role play scenario which highlights the role of all emergency services and asks students to recall what they have learned about being helpers in the community, especially Firefighters. There is also an option for a Fire Engine ride which is often a highlight for students.

This program is aimed at Early-Stage One to Stage Two students however can be undertaken by students of all stages. Attached is a list of direct links to the curriculum which highlight the outcomes covered by this program.

Early Stage One Outcomes	
Learning Area	Outcomes Covered
English	<ul style="list-style-type: none"> • ENe-A1: Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction • ENe-8B: Demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter • ENe-10C: Thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of text when responding to and composing texts • ENE-11D: Responds to and composes simple texts about familiar aspects of the world and their own experiences • ENe-12E: Demonstrates awareness of how to reflect on aspects of their own and others learning
Geography	<ul style="list-style-type: none"> • Gee-1: Identifies places and develops an understanding of the importance of places to people
Science and Technology	<ul style="list-style-type: none"> • STe-2VA: Demonstrates a willingness to engage responsibly with local, national and global issues relevant to their lives, and to shaping sustainable futures • STe-4WS: Explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas • STe-7NE: Observes, using their senses, how daily and seasonal changes in the environment affect them and other living things • STe-9ME: Identifies that objects are made of materials that have observable properties

Personal Development, Health and Physical Education	<ul style="list-style-type: none"> • COES1.1: Expresses feelings, needs and wants in the appropriate way • DMES1.2: Identifies some options available when making simple decisions • INES1.3: Relates well to others in work and play situations • PSES1.5: Seeks help as needed when faced with simple problems • IRES1.11: Identifies how individuals care for each other • SLES1.13: Demonstrates an emerging awareness of the concepts of safe and unsafe living
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Stage One Outcomes	
Learning Area	Outcomes Covered
English	<ul style="list-style-type: none"> • EN1-1A: Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations • EN1-4A: Draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies. • EN1-6B: Recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts • EN1-10C: Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts • EN1-11D: Responds to and composes a range of texts about familiar aspects of the world and their own experiences • EN1-12E: Identifies and discusses aspects of their own and others learning
Geography	<ul style="list-style-type: none"> • GE1-1: Describes features of places and the connections people have with places • GE1-2: Identifies ways in which people interact with and care for places
Science and Technology	<ul style="list-style-type: none"> • ST1-2VA: Demonstrates a willingness to engage responsibly with local, national and global issues relevant to their lives, and to shaping sustainable futures • ST1-4WS: Investigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others know • ST1-9ES: Identifies ways that people use science in their daily lives to care for the environment and the earth's resources • ST1-12MW: Identifies ways that everyday materials can be physically changed and combined for a particular purpose • ST1-14BE: Describes a range of places and spaces in the local environment and how their purposes influence their design • ST1-4WS: Investigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others know

History	<ul style="list-style-type: none"> HT1-3: Describes the effects of changing technology on people's lives over time
Personal Development, Health and Physical Education	<ul style="list-style-type: none"> COS1.1: Communicates appropriately in a variety of ways DMS1.2: Recalls past experiences in making decisions INS1.3: Develops positive relationships with peers and other people PSS1.5: Draws on past experiences to solve familiar problems SLS1.13: Recognises that their safety depends on the environment and the behaviour of themselves and others

Stage Two Outcomes	
Learning Area	Outcomes Covered
English	<ul style="list-style-type: none"> EN2-1A: Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts EN2-4A: Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies EN2-10C: Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts
Geography	<ul style="list-style-type: none"> GE2-3: Describes the ways people, places and environments interact
Science and Technology	<ul style="list-style-type: none"> ST2-2VA: Demonstrates a willingness to engage responsibly with local, national and global issues relevant to their lives, and to shaping sustainable futures ST2-6PW: Identifies ways heat is produced and that heat moves from one object to another ST2-12W: Identifies that adding or removing heat causes a change of state between solids and liquids ST2-14E: Describes how people interact within built environments and the factors considered in their design and construction
History	<ul style="list-style-type: none"> HT2-2: Describes and explains how significant individuals, groups and events contributed to changes in the local community over time HT2-4: Describes and explains effects of British colonisation in Australia HT2-5: Applies skills of historical inquiry and communication
Personal Development, Health and Physical Education	<ul style="list-style-type: none"> COS2.1: Uses a variety of ways to communicate with and within groups DMS2.2: Makes decisions as an individual and as a group member INS2.3: Makes positive contributions in group activities SIS2.13: Discusses how safe practices promote personal wellbeing